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DEPARTMENT OF STUDIES IN EDUCATION

1ST PROGREES REPORT (16/09/2021-30/06/2022)

"A STUDY ON INTREST IN CO-CURRICULAR ACTIVITIES, SOCIAL MATURITY AND SCHOOL ADJUSTMENT IN RELATION TO THEIR ACADAMIC ACHIVEMENT OF SECONDARY SCHOOL STUDENTS"

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2021-2022

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1.0: INTRODUCTION

1.1EDUCATION:

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated .For a civilized and society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

Education has been described as a process of waking up to life:

Waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life.

Waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives ,to the obstacles entrenched in economic, social and political structures that prevent our waking up.

Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.

True education is the harmonious development of the physical, mental; moral (spiritual), and social faculties, the four dimensions of life, for a life dedicated service.

1.2 ETMOLOGICAL MEANING OF EDUCATION

Etymologically, the word 'Education' has been derived from different Latin words.

a) 'Educare' which means 'to bring out' or 'to draw out' or 'to nourish'.
b) 'Educer'which means 'to lead out' or to draw out'.
c) 'Educatum' which means 'act of teaching' or 'training'?
d) 'Educatus' which means 'to bring up, rear, educate'.
e) 'Educatio' which means 'to bring up , rear, educate'.

1.2CO-CURRICULAR ACTIVITIES

Co-curricular activities facilitate the development of various domains of mind and personality such as intellectual development , emotional development, social development , moral development, and aesthetic development. Creativity, Enthusiasm, and Energetic, positive

thinking are some of the facets of personality development and the outcomes of co- curricular activities.

MEANING OF CO-CURRICULAR ACTIVITIES

Co- curricular activities earlier known as extracurricular activities are the components of the non-academic curriculum that helps to develop various facets of the personality development of the child and students. For all –round development of the child, there is a need for emotional, physical, spiritual and moral development that is complement and supplemented by co-curricular Activities.

DEFINITION OF CO-CURRICULAR ACTIVITIES

Co- curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities .these are a very important part and parcel of educational institutions to develop the students personality as to strengthen classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have a wide horizon to cater to the cultural, social, aesthetic development of the child.

TYEPS OF CO-CURRICULAR ACTIVITIES.

1. Academic related co-curricular activities.
2. Leisure related co-curricular activities.
3. Social development related co-curricular activities.
4. Picnics and excursions related co-curricular activities.
5. Physical related co-curricular activities.
6 .Cultural development related co-curricular activities.
7. Civic values related co-curricular activities.
8. Arts and craft related co-curricular activities.

Importance of co-curricular activities in school

Co-curricular activities stimulate playing, acting, singing, recitation, speaking, and narrating in students. Activities like participation in game debates, music, drama, etc. help in achieving the overall functioning of education. It enables the students to express. Themselves freely through debates. Games and sports help to develop the spirit of healthy competition. These

activities guide students on how to ordinate in different situations all these help in leadership qualities.

1.5 Social maturity

Meaning of Social Maturity

Social maturity is regarded as developing appropriate behavior too wards our salve and other member of society. This is very essential for maintaining desirable relationship in the society.

Importance social maturity

Man is a social being so that everyone should have a social value and ideal are essential which help to deal with the good in society this is achieved by the students through his environment and education . As students learn about social dominance. They learn from social and personal responsibility.

1.6 Impact of social maturity

Social maturity helps to increase the ability to learn & deal with frustration on social and personal issues. Pupil gets a social regime which helps to lead a satisfying life and social responsibility, helps to become a good citizen, helps to develop emotional adjustment and increases confidence in students. Social maturity are impact the pupil.

1.7 SCHOOL ADJUSTMENT:

Meaning of School Adjustment

School adjustment is the process of adopting to different aspect of the students school environment. The students are more actively to participate in the schools arranged activities and influence academic achievement.

Important of the school adjustment

School adjustment contributes to the academic achievement of a students life. It plays a significance role increasing academic ability and social educational motivator. As the students adopts to different aspects of the school ,their self confidence increases. Emotional adjustment to the school environment.

1.8 Impact of School Adjustment

School adjustment is the foundation of student life. It should be strong enough to construct an empire in the future. Emotional relationship between students and teacher increases due to school adjustment. It has a positive impact on growing personally and socially.

It provides the avenues of socialization, self indention and self when the child comes in contact with organizer fellow participants, teachers, and people outside the school during cultural activity.

Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society.

1.9 Need and Importance of the Study:

The present curriculum does not have adequate scope for developing such qualities. It is only cognition- oriented. Therefore children do not know how to behave properly with their elders, family members and neighborhood etc. the true education largely depends upon the minds of the learners with endless powers. Now-a-days academic achievement has become the main aim of education which in turn leads to higher position witch no behavioral maturity.

School adjustment in the capacity of a person to respond to the educational environment it in clefs curricular and co-curricular activities. The major part of adolescent life is spent in the school one of the important function of schooling is to help the pupils to develop those capabilities that may help them to make effective adjustment in life. A well- adjustment person has very few things to complain about. Poor school adjustment leads to low academic achievement, behavioral problems and even school dropout. Unless the problems of adjustment are diagnosed it is impossible to undertake remedial measures. The onset of adolescents various from culture to culture, depending on the socio economic condition of the society .So proper guidance is one of the first requisite conditions of development. Adolescence is marked with a number of problems which affect the mental health. The study of adolescence is very important in order to preserve, cure and prevent incidences of male adjustment.

Present study aimed to identity the influence of co-curricular activities, social maturity and school adjustment in relation to secondary school students.

2.0 Review of Related literature:

Researcher reviewed various sources of educational researches to study the literature on following concepts.

I. Studies related to.

2.1 Co-Curricular Activities:

According **to James and pollard (2006)** "Promoting the learning and achievement of pupils is the main aim of school education Teaching is the main way of achieving this. Teaching and learning are what ultimately make difference in the mind of the learner and thus affects knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies."

A study conduct by a forum called **Teaching and Learning Research Program (TLRP) in 2006** highlighted the most important purpose of learning and reported that it was to make a person able to unfold his internal qualities. While, on the other hand , required teachers keep in mind previous knowledge of the learner. The study also reported that teachers should perform different activities in the class in order to make the environment of the class healthy by discussing and solving the pupil's social and emotional problems by which a teacher can make the learning effective.

According to **Balls (2008)** the destine contribution of good schools is excellent teaching and learning, which help children to develop confidence. Learn about teamwork, leadership. Responsibility and successful relationships. As a vital community resource, schools could offer wider opportunity for children their families to take part in sports and cultural activities. Good schools have an understanding of the child. They are places that could identify and address emerging problems before they become serious.

According to the **National Policy (2009)** Government of Pakistan education systems enable students to promote their hidden talents and skills, facilitating them to play their effective roles in the development of society. Education should infuse in them the spirit of patriotism and build their character, quality of tolerance, social justice, democracy in order to know their culture and history. They should be well aware of the ideology of Pakistan.

II Studies related to.

2.2 Social Maturity:

Review of related literature is a signification aspect of aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study.

Dinesh, Kumar,Ritu. (2013), conducted a study on "A study on Social Maturity of Secondary school students in Relation to the personality . "The main objective of the study is to know the relationship between social and personality of senior secondary school students. The study found that there is a positive relationship between social maturity and personality of senior secondary students. The students and there is signification difference between social maturity and personality between male and female secondary school students.

Arnab, pan (2014), conducted study on "Adjustment of ability and social maturity between secondary school students in west Bengal." The finding shows that there is a significant difference in adjustment ability and social maturity in relation to their gender, strata and social economic status and there is a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units especially the teacher to understand how institutional adjustment increase students social maturity.

Vijay, p. & Thilagavathy, T. (2014) ,conducted study on "A study on social Career Decision Making and social Maturity of Graduate students. This study conducted in Karur district of Tamil Nadu and survey method employed. 692 students were selected by adopting simple random sampling technique as sample, , in which 228 were boys and 464 were girls, 280 students from arts and 412 students from science subject, 375 students from rural and 31 students from urban colleges. The investigator has found that the career decision making of graduate students is moderate level. Social maturity of graduate students is moderately mature. Also is reveals that there is no significant correlation exists between career decision making and social maturity.

Suresh, Kumar (2015), conducted study on "A Study of general well-being in relationship to social maturity of senior secondary school students." In this study investigator observed that there is a significant relationship between social maturity and general well-being of school students. They are correlated each other. It found that there is a signification difference in mean score's of rural and urban students regarding their general well-being. Urban students have better social maturity in their rural counterparts.

III Studies related to

2.3 School Adjustment.

Kuperminc (2008), conducted a study on parental involvement in the academic adjustment of Latino middle and high school students and explored that the links between parental involvement and academic adjustment and academic adjustment were stronger for high

school than middle school students. Parental involvement was unrelated to teacher expectation and its indirect effects on school grades were not significant.

Tambawal (2010), so the students should change or modify themselves in some way environment. But this present with generation students lock the tendency of adjustment with themselves and their environment. But this present generation students lock the tendency of adjustment and they don't know the value or importance of adjustment with themselves and their environment. There is a need for the study of adjustment level of the students under these circumstances. Hence, the researchers have decided to analyze these adjustment levels in this study.

Sandhu &Zarabi(2015) conducted a study on academic adjustment patterns of students witch Learning Disability in Government schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4present, 42.8present and 31.4present students at unsatisfactory level of educational, emotional and social adjustment respectively.

Verma Kumar (2016), studied the academic achievement of children at the elementary stage in or achievement when a poor child students under the street light owing to no electricity at his home, he is said to be in the process in his examination or the fulfillment of his ambition or pride in his achievement is the result of his self and the environment. Those species which adapted or adjust to the needs of changing conditions can achieve high, while others lead miserable lives or prove as a menace to the society.

3.0 Methodology

The proposed study will be descriptive is nature. Using survey method to analyses the status of different variables considered for the study.

3.1 Statement of the problem.

"A STUDY ON INTEREST IN CO-CURRICULAR ACTIVITIES, SOCIAL MATURITY AND SCHOOL ADJUSTMENT IN RELATION TO ACADAMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS"

3.2 Objectives of the study.

1. To study the level of co-curricular activities among secondary school students.
2. To find the level of social maturity among secondary school students.
3. To identify the nature of school adjustment among secondary school students.
4. To examine relationship between co-curricular activities and the academic achievement of secondary school students.
5. To examine relationship between social maturity and the academic achievement of secondary school students.
6. To identify relationship between school adjustment and academic achievement of secondary school students.
7. To find out the interaction effect between co-curricular activities, social maturity and school adjustment on academic achievement of secondary school students.
8. To find out the significant deference between co-curricular activities, social maturity and school adjustment when they are classified according to Locality, gender, medium of instruction type of school and economic status of secondary school students.

3.3 Definition of Technical Terms used in study.

a) Co-Curricular Activities:

In this research co-curricular activities represents holistic development, mingling with friends, participation etc.

b) Social Maturity

In this research it represents the capability to think about social maturity based in priority complex among pupil education

c) School Adjustment

In this study school adjustment, emotional relation between teacher and pupil , social education , curricular and co-curricular activities etc.

d) Academic Achievement

It is the scholastic achievement of a secondary school student in a academic year.

3.4 Variables of the study.

The following variables will be selected for the present study,

A) Dependent variable.

Academic achievement

B) Independent variable.

1 Co-curricular activity

2 Social maturity

3 School adjustment

C) Intervening variables.

A. Locality

a) Rural

b) Urban

b) Gender

a) Female

b) Male

c) Medium of instruction

a) Kannada medium

b) English medium

d) Types of school

a) Government

b) Private

e) Economic states

a) High economic states

b) Low economic states

HYPOTHESIS OF THE STUDY

1. There is relationship between the Co-curricular activities and academic achievement of Secondary school students.
2. There is relationship between the Social maturity and academic achievement of Secondary school students.
3. There is relationship between the School adjustment and academic achievement of Secondary school students.

4. Secondary school students differ significantly in the ability of Co-curricular activities.
5. Secondary school students differ significantly in the level of Social maturity.
6. Secondary school students differ significantly in the level of School adjustment.
7. There is relationship between the rural locality and Co-curricular activities on academic achievement of Secondary school students.
8. There is relationship between the urban locality and Co-curricular activities on academic achievement of Secondary school students.
9. There is relationship between the rural locality and Social maturity on academic achievement of Secondary school students.
10. There is relationship between the urban locality and Social maturity on academic achievement of Secondary school students.
11. There is no relationship between the rural locality and School adjustment on academic achievement of Secondary school students.
12. There is no relationship between the urban locality and School adjustment on academic achievement of Secondary school students.
13. There is relationship between the male gender and Co-curricular activities on academic achievement of Secondary school students.
14. There is relationship between the female gender and Co-curricular activities on academic achievement of Secondary school students.
15. There is relationship between the male gender and Social maturity on academic achievement of Secondary school students.
16. There is relationship between the female gender and Social maturity on academic achievement of Secondary school students.
17. There is relationship between the male gender and School adjustment on academic achievement of Secondary school students.
18. There is relationship between the female gender and School adjustment on academic achievement of Secondary school students.
19. There is relationship between the Kannada medium and Co-curricular activities on academic achievement of Secondary school students.
20. There is relationship between the English medium and Co-curricular activities on academic achievement of Secondary school students.

21. There is relationship between the Kannada medium and social maturity on academic achievement of Secondary school students.
22. There is relationship between the English medium and social maturity on academic achievement of Secondary school students.
23. There is relationship between the Kannada medium and School adjustment on academic achievement of Secondary school students.
24. There is relationship between the English medium and School adjustment on academic achievement of Secondary school students.
25. There is relationship between the Government school and Co-curricular activities on academic achievement of Secondary school students.
26. There is relationship between the Private school and Co-curricular activities on academic achievement of Secondary school students.
27. There is relationship between the Government school and Social maturity on academic achievement of Secondary school students.
28. There is relationship between the Private school and Social maturity on academic achievement of Secondary school students.
29. There is relationship between the Government school and School adjustment on academic achievement of Secondary school students.
30. There is relationship between the Private school and School adjustment on academic achievement of Secondary school students.
31. There is relationship between the High economic status and Co-curricular activities on academic achievement of Secondary school students.
32. There is relationship between the Low economic status and Co-curricular activities on academic achievement of Secondary school students.
33. There is relationship between the High economic status and Social maturity on academic achievement of Secondary school students.
34. There is relationship between the Low economic status and Social maturity on academic achievement of Secondary school students.
35. There is relationship between the High economic status and School adjustment on academic achievement of Secondary school students.
36. There is relationship between the Low economic status and School adjustment on academic achievement of Secondary school students.

3.6 Population and sample of study: For the present study Vijayapur district is contributed as population 650 secondary school students will be selected by using stratified random sampling technique.

3.7 Tools for Data Collection.

The following tools will be used for collection of research data.

1. Co-curricular activities measurement scale(CAMS) (Toll will be prepared by Researcher)
2. Social maturity measurement scale(SMMS) (Standardized tools will be used)
3. School adjustment measurement scale(SAMS) (Standardized tools will be used)

3.8) Statistical Techniques for the Analysis of data

For the present study following statistical techniques will be used to analyses the data.

1. Measures of central Tendency
2. Standard Deviation. (S.D)
3. Pearson's product moment correlation Co-efficient-Anova
4. 't'test.

3.9) Limitations of the study:

1. The proposed study is confined only to secondary school students.
2. The study is confined secondary school students of Vijayapur District.
3. The proposed study attempts to study only co- curricular activities, social maturity and school adjustment in relation to academic achievement of secondary school students.

References:

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2